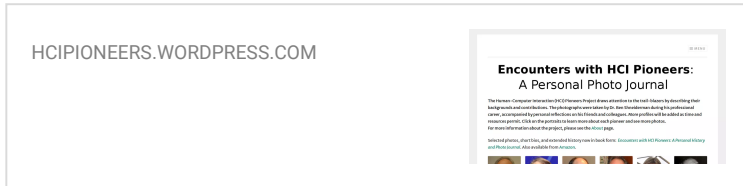# FLO Friday: It's All About Relationships

What are you doing in your classroom to build community, nurture meaningful relationships, and rehumanize the learning space? Click on the "plus" icon in the lower right to add your example!

KKILBEY   SEP 01, 2023 09:37PM UTC

Idea for computer science assignment

What if we invite learners to identify a person from the list and write about the pioneer in relation to the student's interests/skills/background?

HCIPIONEERS.WORDPRESS.COM

Encounters with HCI Pioneers:
A Personal Photo Journal

The Human-Computer Interaction (HCI) Pioneers Project draws attention to the tech industry by describing their backgrounds and contributions. The photographs were taken by Dr. Ben Shneiderman during his professional career, accompanied by personal reflections on his friends and colleagues. More profiles will be added as time and resources permit. Click on the portraits to learn more about each pioneer and see more photos. For more information about the project, please see the About page.

Selected photos, short bios, and extended history now in book form. Encounters with HCI Pioneers: A Personal History and Photo Journal. Also available from Amazon.

Trauma-Informed Teaching Resources

Resources from the BCcampus FLO: Trauma-Informed Teaching Approaches with Melinda Worfolk and Deb Nielsen:

...tion for Happiness. (n.d.). Self care September calendar. Action for Happiness. Accessed ...ptember 10, 2021 from: https://www.actionforhappiness.org/self-care-september.

...dila-Mantilla, F. (n.d.). Todxs cuentan: Building community and welcoming humanity from the ...st day of class. San Francisco State University: Department of Mathematics. Accessed ...ptember 10, 2021 from: http://math.sfsu.edu/federico/Articles/firstdayofclass.pdf.

...rclay, A. (n.d.). Resilience is a Scam. League of Canadian Poets. Accessed September 10, ...21 from: https://poets.ca/2021/04/19/resilienceisascam-adele-barclay/.

...rker, M.J. (n.d.). Hell Yeah Selfcare [zine]. Accessed September 10, 2021 from: ...ps://scope.bccampus.ca/pluginfile.php/69999/mod_resource/content/2/HellYeahSelfCare.pdf.

...anch, K. (2021). Weaving wellness into our everyday. Delaware Coalition Against Domestic ...olence. Accessed September 10, 2021 from: ...ps://dcadv.org/blog/wellness-awareness-821.html.

...lz-Weber, N. (2021). If you can't take in anymore, there's a reason: An essay on circuit ...eakers, empty buckets, and the shame-show of social media. The Corners. Accessed

Resources from the BCcampus FLO: Trauma-Informed Teaching Approaches with Melinda Worfolk and Deb Nielsen:
by Deb Nielsen
GOOGLE DOCS

Trauma-Aware Teaching Checklist

... or perceived), our systems are built to scan for and prepare for said threat. Higher ...er thinking will take a backseat to self-protection. Unsafe learning environments are a ...rier to teaching and learning. All students will be harmed by unsafe learning ...ironments, but they are particularly damaging for our learners with trauma histories. ...uma strips away our basic sense of safety and of being at home in our bodies. Creating ... and welcoming classroom environments benefits all students and teachers.

Do your students feel safe in your classroom? Do you? Consistently and clearly ...communicate any safety concerns to your campus leaders and community. Remind ...them that a sense of safety is a precursor to learning.
We can make assumptions about students' perceptions of safety. We can also ask them.
Have you surveyed your students about how they feel in your class?
Students should not be required or expected to disclose trauma to you in order to ...receive attention to their safety. Be mindful of how you talk to your students about ...safety, and let students know that disclosure is their choice. Respect students' privacy.
Consider that the concept of safety varies for different populations (and within ...populations). What it takes for a White man in your class to feel safe might be very ...different than what a Black woman needs to feel safe. If you are from a non-minoritized ...population, continue to educate yourself and listen to the needs of marginalized ...communities.
Work with your students during the first week of class to set community guidelines for

Trauma-Aware Teaching Checklist
by Karen Costa
GOOGLE DOCS

AI related

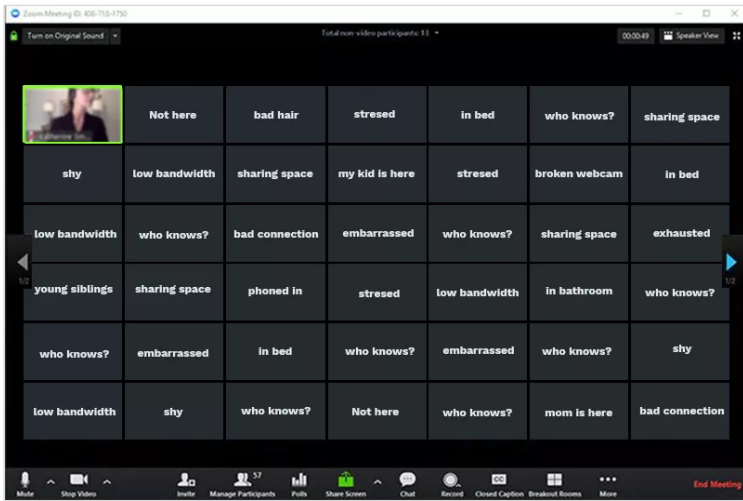Let's add ideas, guidelines, and any resources about AI tools.

AI Guidlines from UFV https://ufv.ca/media/assets/teaching--learning-centre/forms/AI-Guidelines-08-23.pdf   — VALERIA CORTES

I love this!   — ANONYMOUS

Are cameras off a sign of disengagement?

What are some ways to promote engagement in a way that supports learners' choice?

Trauma-Aware Teaching Checklist

	Not here	bad hair	stresed	in bed	who knows?	sharing space
shy	low bandwidth	sharing space	my kid is here	stresed	broken webcam	in bed
low bandwidth	who knows?	bad connection	embarrassed	who knows?	sharing space	exhausted
young siblings	sharing space	phoned in	stresed	low bandwidth	in bathroom	who knows?
who knows?	embarrassed	in bed	who knows?	embarrassed	who knows?	shy
low bandwidth	shy	who knows?	Not here	who knows?	mom is here	bad connection

I invited students to text me their written activities/ diagrams and it worked quite well! — VALERIA CORTES

What about the ones who stay silent like forever? Making it something mandatory doesnt let it to be what it meant to be. What else can be done? — ANONYMOUS

Community is built on trust. I like to create opportunities for us to build trust by facilitating active listening skills. Some fun "Yes-And" exercises can go a long way to affirm each other, create some laughter, and make everyone quickly feel more comfortable and aligned.

I do this too - the group always appreciates this strategy.
— ANONYMOUS

Being clear about expectations

I clearly state in my course outline (which we discuss) that their well-being is a priority, and the course is secondary to that. With that in mind, the students discuss and set the "Min Specs" for respectful online interactions in the first class together. I often don't have anything to add to their min specs, and instead I can provide "what ifs" and we test our min specs against them until we understand how we want to interact with each other as a group.

Liberating Structures - 14. Min Specs
Min Specs Specify Only the Absolute "Must dos" and "Must not dos" for Achieving a Purpose (35-50 min.) A designer knows perfection is achieved not when there is nothing more to add but when there is nothing more that can be taken away. - Antoine de Saint-Exupery What is made possible?

LIBERATINGSTRUCTURES

Min Specs for a Successful Meeting

List of requirements to have A Successful Meeting	Can you violate this requirement and still achieve your purpose? If "yes," cross it off your list.
1. Announce a time and location	Min Spec
2. Recruit an expert speaker	NOT a Min Spec
3. Prepare a detailed agenda	NOT a Min Spec
4. Project PowerPoint slides	NOT a Min Spec
5. Articulate a compelling purpose	Min Spec

Small Steps (Nothing Special)

My fully online course is aimed at first year students and they are often really hesitant to connect. They hate the webcams and I don't require them, but I do have "let me hear your voice" at the beginning of every week. I try to do something different every week, but it is always their name (which helps me with pronunciation) and the answer to a short question or prompt (one positive thing, image mood board, etc.) At heavier times of year, if the group has started to gel, the questions can be things like "how are you doing?" or "what is one thing you have done to take care of yourself this week?". I have had very positive moments of students finding things in common with the short prompts, or suggesting supports to each other with the heavy ones (if I use them). However I haven't been able to capture that "magic" with all cohorts, and I would like some tips/ideas about how to better support that kind of community to develop.

I love it! 'What is one thing you have done to take care of yourself this week!' Would it work to schedule 1-1, pairs, or triads check-ins at the beginning of the course? A padlet like this one? Other ideas, folks? — VALERIA CORTES

Providing Space

Creating opportunities for students to have the space they need to explore, delve deep, and socialize with their peers. Learning is a social endeavour and providing space in our classes for that can support building community, nurturing meaningful relationships, and rehumanizing the learning space.

What I'm realizing more and more, is that I need to reduce the content that I hope to cover. I need to offer more space in the form of time: pausing at the end of a slide before moving to the next one, giving more time for discussion or large group sharing, prioritize having students share/think of what they already know first before I start 'listing' the things they are expected to learn. While they discuss what they already know, they will likely share personal experiences with the knowledge, which is a great way to engage other students too. — ANONYMOUS

Absolutely! — VALERIA CORTES

Attending to the whole person

Depends on the group but where people already have met before, having a question or problem that gets people to bring something of their non-professional life into play can help rehumanize. Something as simple as "what brings you joy." People choose how much/little they want to reveal. Has to be an icebreaker that isn't too tricky or cheesy or long though.

I've adapted a pair-share prompt from Life Strategies coach Roberta Borgen. In my class, students will be working on resumes and giving each other feedback. So I've added an intro activity where they first discuss in pairs what they enjoy doing, what gives them joy. Then they will introduce the other person to me and what gives that person joy. This will help them in building relationships, improving summarizing skills for verbal presentations, and also thinking ahead about what kind of job they actually want that will include tasks that give them joy :) — **ANONYMOUS**

Nurture Relationships

Learner-centred education

Here is an example of a survey I used before my course started. It gave me some more information about the learners.
https://forms.gle/Xo6EVRojrU8yrVo1A — **VALERIA CORTES**

Rehumanizing the Learning Space

Returning to in-person sessions

But if we are online, let's make magic happen! Let's invite food, music, images, kids... — **VALERIA CORTES**

Building Community

Facilitating communities of practice
Creating websites for resource sharing

The Power of Recognition

Recognizing others for their efforts and accomplishments and celebrating with them. It's not solely about ourselves; at times, it's about uplifting others. In lifting others, we uplift ourselves. It may sound cliche, but it holds true!

This has made me think about a "check out" of a learning session where the learners name something they learned as a result of another learner who contributed to discussion during the day. It joins recognition with a check out. — **ANONYMOUS**

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